



History of Education

Compendium

Expanding and Answering

The New York State
Uniform Examination

Syllabus in the History
of Education  



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By
J. Ortho Lansing, H. M.,

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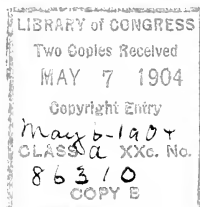
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By
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Truxton, New York.



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PREFACE.

This compendium contains all the information on the history of education that can be reasonably demanded for any state, county, training class, or city teacher's certificate. Candidates who intend to take the uniform examination in the history of education for teacher's certificates in New York State will find the "Syllabus of the History of Education" issued by the State Superintendent followed very closely and every point answered in full. This book also provides sufficient material for history of education classes in Normal Schools, Colleges and Reading Circles.

The author conserves the teacher's energy. He has a purpose in view and chooses only those points that are interesting and important, and that he wishes his readers to see and feel. Nothing foreign to the subject is discussed. There is a certain oneness or unity throughout the entire work. Nothing necessary or important is omitted. The writer states what he has to say in a certain order or arrangement of parts that has been thought out beforehand. These four qualities have been before the writer: careful selection, unity, completeness and plan.

The teacher who is to pass an examination must

learn how to group the minor points under headings. He can grasp and carry in mind a small number of main topics with the same ease that he can carry ten or twenty small packages in two or three baskets. Henry Ward Beecher could preach a sermon from three sentences, but these sentences were three baskets, each of which contained many smaller packages. The baskets which the reader of this book has are numbered and labeled.

No. I. Speaks of Ancient Education.

No. II. Tells of Medieval Education.

No. III. Discusses Modern Education.

The plan of the work is to give a

I. Glance view touching the keynote of the subject.

II. Detailed view of the subject.

III. Summary.

IV. Life and Vitality Questions or charming environments fascinating the reader and leading him to discussions and original investigation.

V. Plan or outline of what has been discussed.

The continuity, connectiveness, and correlation will, it is hoped, commend themselves to all who use this book.

J. ORTHO LANSING.

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History of Education Compendium.

Chapter I.

INTRODUCTION.

The history of education tells us about the educational systems, methods, theories and practices of the human race and traces its growth and intellectual evolution step by step until as a resultant we have the improved educational systems, methods, theories and practices of to-day.

A logical and complete statement setting forth all the truths of education as now understood is Pedagogics or the 'Science of Education.

Literature and biography are correlated with the history of education, especially that part of the lives which has to do with their educational work and the theories which they originated.

History and social science are also correlated with the history of education.

This is seen when we note the bearing on education of such events as the crusades, the thirty years' war, the reformation, the condition of women as civilization advances, the increasing power and freedom of the individual; also the changing and varying character of the home life, and the

dominating idea in the education of various nations.

In this work we shall divide education into three great divisions: I. Ancient Education, Medieval Education, Modern Education.

SUMMARY.

The history of education tells us about the educational systems, methods, theories and practices of the human race and traces its growth and intellectual evolution step by step to the present time.

Pedagogics is a logical and complete statement setting forth all the truths of education as now understood.

Literature, biography, history and social science are correlated with the history of Education.

Education is divided into three great divisions:

I. Ancient Education.

II. Medieval Education.

III. Modern Education.

Life and Vitality Questions.

1. How did we acquire our present systems and methods of education?

2. The history of education includes what four things?

3. Wherein does the history of education differ from pedagogics?

4. With what would a treatise on methods of instruction deal?

5. What is the aim of the history of education?

6. What great educator established pedagogy as a science?

7. What is the unity which binds together the details of the history of education?

8. What are the three great divisions of the history of education?

9. In which of the three divisions is the power and freedom of the individual most clearly seen?

10. Show how

(a) literature

(b) biography

(c) history

(d) social science are correlated with the history of education.

Plan by Outline.

History of Education.

1. Pedagogics.

2. Correlated subjects.

1. Literature and Biography.

(a) Educational work.

(b) Theories which they originated.

2. History and Social Science.
 1. Crusades.
 2. 'Thirty years' war.
 3. The reformation.
 4. Condition of women with advancing civilization.
 5. Mutual relations of the church, state and individual.
 6. Increasing power and freedom of the individual.
 7. Changing and varying character of the home.
 8. Dominating idea in the education of the various nations.
3. Divisions of the History of Education.
 1. Ancient education
 2. Medieval education.
 3. Modern education.

Chapter II.

Ancient Education.

Ancient education may be divided into eight divisions:

1. China. 2. India. 3. Persia. 4. Egypt.
5. The Jews. 6. Athens. 7. Sparta. 8. Rome.
1. China. (a) Confucius, B. C. 550-478 is the great type. He and his disciples founded

the native religion, language and literature of China.

(b) The home.

(1) The wife exists only for the comfort of her husband.

(2) Boys only instructed at home and school.

(3) Boys clothed in finest material; girls in rags.

(4) Parents may destroy their children.

(5) Mother teaches politeness and obedience.

(6) The first and holiest of all duties is to venerate the parents.

(7) There are no illustrated children's books and the like.

(c) Elementary Education.

(1) At six or seven years the child enters school.

(2) No license to teach; no state inspection; no public school houses; school room not attractive.

(3) The child is admitted the first time with much ceremony and receives a new name.

(4) At first he studies reading, writing, elementary arithmetic; he must memorize; no interest, rigid discipline; no new methods.

(5) The second stage consists of translations from text books and lessons in composition.

(6) Third stage is devoted to belles letters and essay writing.

(d) Higher Education.

(1) No high schools, but state examinations for degrees. Prepare for degrees by giving attention only to Chinese classics.

(2) Degrees—(1) Budding Intellect. (2) Deserving of promotion. (3) Fit for office. (4) Forest of pencils. Holders of the second and third degree may be appointed to office and holders of the fourth degree may hold the highest offices in the country.

(e) Purpose of Chinese Education.

Ancestral. To preserve fixed institutions.

(f) Effect.

Cultivates the memory; places emphasis on acquired knowledge; non-progressive; produces dishonest, untruthful, cowardly people.

(g) Criticisms.

(1) Chinese Education does not extend to other countries nor include the literature of other people.

(2) Cultivates memory too much.

(3) Women are not educated.

(4) The motive is debasing to character.

Life and Vitality Questions.

(1) What was the dominating idea in Chinese education?

- (2) Give a criticism of the Chinese education.
- (3) What was the effect of the Chinese education?
- (4) Give the four degrees granted by the Chinese government.
- (5) Give the purpose of the Chinese education.
- (6) Discuss higher education in China.
- (7) Why was the motive of the education in China debasing to character?
- (8) Outline in brief the three stages of Chinese elementary education.
- (9) In what three things was Confucius a leader in China?
- (10) The school room was not made attractive in China. What principle in education did this violate?

Outline plan of Education in China.

- (a) Confucius, the type B. C. 550-478.
- (b) The home.
- (c) Elementary Education.
- (d) Higher Education.
- (e) Purpose.
- (f) Effect.
- (g) Criticism.

Chapter III.

2. India.

- (a) Buddha, 500 (?) B. C. He is the author of Buddhism, which is a religion based on moral acts.

- (b) The Caste System made up of:
- (1) Brahmans or highest caste.
 - (2) Warriors.
 - (3) Merchants, Mechanics and Farmers.
 - (4) Servants.
- (c) Purpose of India Education.
Caste. To perpetuate the Caste.
- (d) The Home.
- (1) No educational advantages for women.
 - (2) They prepare their children for future life.
- (e) Elementary Education.
- (1) The teachers belong to the Brahman caste and receive no salary.
 - (2) Instruction given under trees or in a tent or shed in writing, arithmetic, religion. No "why."
- (f) Higher Education.
- They studied grammar, mathematics, astronomy, philosophy, medicine, law, literature and religion.
- (g) Effect of India Education.
- Makes people dreamy, self reflective and non-progressive.
- (h) Criticism.
- Based on Castes; expected too much of memory; non-progressive; did not honor woman.
- Life and Vitality Questions.
1. Between what parallels of latitude does India lie?

2. Describe the Caste system in India.
3. Give a criticism of Hindu education.
4. To what Caste must a teacher belong in India?
5. Give the dominating idea in India education.

Outline Plan of Education in India.

- (a) Buddha.
- (b) The Caste system.
- (c) Purpose of Indian education.
- (d) The home.
- (e) Elementary education.
- (f) Higher education.
- (g) Effect of Indian education.
- (h) Criticisms.

Chapter IV.

3. Persian.

- (a) Zoroaster, B. C. 600 (?). The founder of the Persian religion. His philosophy was "dualistic."
- (b) The Home.

(1) The position of woman was much higher than in China or India.

(2) Physical training taught in the home, also absolute truthfulness and justice; father and teacher respected.

- (c) State Education.

After the seventh year the boy was taken from home and educated by and for the state; the training was for war.

- (d) Purpose of Persian Education.
Training for the state.
- (e) Effect.
 - (1) Neglects intellectual education.
 - (2) Under estimates the position of the individual.
- (f) Criticisms.
 - (1) The state robs the family of its right to educate the child.
 - (2) It does not cultivate the arts of peace.
 - (3) Women are excluded from the benefits of education.

Life and Vitality Questions.

- (1) Who brought Persia to the summit of her greatness?
- (2) The people of Persia are a branch of what race?
- (3) What was the dominating idea in Persian education?
- (4) What is dualistic philosophy?
- (5) Who was the teacher of Alexander the Great?
- (6) Give criticisms on Persian education.

Outline Plan of Persian Education.

- (a) Zoroaster.
- (b) The home.
- (c) State education.
- (d) Purpose of Persian education.

(e) Effect.

(f) Criticisms.

Chapter V.

4. Egypt.

- (a) The Caste System. (1) Priests. (2) Soldiers.
(3) (a) Farmers and Boatmen, (b) Mechanics
and Trades People, (c) Common Laborers.

(b) The Home.

(1) Woman is higher than in China or India;
has some education and is mistress of the home.

(2) Children are taught piety and obedience
and are brought up in an atmosphere of love and
filial respect.

(3) The child has simple food and scanty
clothing.

(c) Education.

(1) Suited to the different castes.

(2) Non-progressive in elementary but justly
noted in higher education.

(3) Attracted men from all nations.

(d) Criticisms.

(1) Made use of concrete methods in writing
and arithmetic.

(2) Non-progressive in elementary but justly
noted in higher education.

(3) Gave more respect for woman but did not
take much account of her intellectual training.

- (e) Note General Truth (Criticisms) regarding all
Oriental Systems.

- (1) Had class distinctions.
- (2) Were non-progressive.
- (3) The position of the individual was low and underestimated.
- (4) Woman had no part in education commensurate with her intellectual ability.

Life and Vitality Questions.

1. Give the Caste system in Egypt.
2. Give four criticisms on Oriental education.
3. To what is the geographical importance of Egypt due?
4. What are some of the "lost arts" of the Egyptians?
5. Why was a knowledge of mathematics necessary in Egypt?
6. What city, during the middle of the third century, B. C., was the center of learning in the world? Why?

Outline of Egyptian Education.

- (a) The Caste system.
- (b) The home.
- (c) Education.
- (d) Criticisms.
- (e) General truth (Criticisms) regarding all Oriental systems.

Chapter VI.

5. The Jews.

(a) The Rabbis

Were the teachers or doctors of the law.

(b) The Talmud

Was a collection of the sayings and discussions of the Rabbis.

(c) The Home.

The Jews exalted the home; honored the teacher; gave to woman an honored place in the home.

(d) The Jewish School.

(1) None before the Jewish nation was destroyed.

(2) A. D. 64 every community should support a school; attendance compulsory.

(3) Only twenty-five pupils could be assigned to a teacher.

(4) Teachers were respected more than parents; none but mature married men were employed as teachers.

(5) The subjects taught were reading, writing, natural history, arithmetic, geometry, astronomy and scriptures.

(6) The methods were good and attractive; discipline humane; corporal punishment was given only to those over eleven years of age.

(e) The School of the Rabbis.

(1) These were private institutions founded by celebrated teachers; the subjects studied were theology and law.

(2) Located at Alexandria, Babylon and Jerusalem.

(f) Purpose of Jewish Education.

To educate all Jews. The predominate idea was theocratic.

(g) Criticisms.

(1) Exalted the home and placed the child under the parents control.

(2) Gave woman an honored place.

(3) Taught obedience, patriotism and religion.

(4) Provided only for Jewish children.

(5) Mild and generally wise in discipline; mistaken in forbidding corporal punishment before the child is eleven years old.

(6) Produced some of the greatest poets and historians of the world.

Life and Vitality Questions.

1. What did the school of Rabbis study?

2. Give the dominating idea of Jewish education.

3. What was the attitude of the Jewish school in regard to corporal punishment?

4. Contrast the home in regard to woman in China with the Jewish home.

5. Give some criticisms on Jewish education.

6. Under the reign of what king did the Jews reach their greatest power and glory?

7. In what year was Jerusalem destroyed?

Outline of Jewish Education.

- (a) The Rabbis.
- (b) The Talmud.
- (c) The home.
- (d) The Jewish school.
- (e) The school of Rabbis.
- (f) Purpose of Jewish Education.

Chapter VII.

6. Athens.

(a) Socrates, B. C. 470-399.

(1) "The Socratic or dialectical method" would lead Socrates' pupils into admissions which would establish the truth which he saw at the outset.

(2) Socrates is one of the greatest teachers and thinkers in the world.

(b) Aristotle, B. C. 384-322.

(1) Aristotle was a pupil of Plato for twenty years; he was one of the greatest philosophers; teacher of Alexander the Great.

(2) Aristotle went to Athens and founded the Lyceum, here he lectured for many years.

(3) His Pedagogy.

(1) Education is a life-long task.

(2) Education includes the development of the body, the character and the intellect.

(3) The course of study which begins after the seventh year includes music,

gymnastics, drawing, grammar, rhetoric, mathematics, Latin, dialectics, philosophy and political science.

(4) Woman is to have a part in education.

(5) His pedagogy is based upon the knowledge of the individual; his method was analytical.

(c) Plato, B. C. 429-347.

(1) Disciple of Socrates for twenty years; his great work is his Republic in which he pictures the ideal state and outlines his scheme of education.

People are divided into (1) Common people, (2) the guardians or citizens, (3) the rulers.

(2) The state is to have absolute power over every citizen.

(3) Boys and girls are to be educated alike; suitable playthings are to be provided; beauty of mind and body go together; education is compulsory.

(4) Intellectual more important than physical education.

(5) Originated the first systematic scheme of education in history.

(d) The Home.

(1) Play was recognized as an important factor in the child's life.

(2) Training was intellectual and humane.

(3) Great attention was paid to the works of the poets; little attention was given to the mental training of the girls.

(4) Women were not held in so high esteem as in Sparta.

(e) Athenian Education.

(1) The father was free to choose for the child his school and the character of his education.

(2) The schools were private and under state inspection; at six or seven the boy was sent to school in charge of a pedagogue.

(3) He studied gymnastics and music, including reading, writing and a little of arithmetic.

(4) The aim of education was the beautiful, the ideal was the aesthetic in mind and body.

(f) Criticisms.

(1) Recognition of the individual development for the individual.

(2) Sought to educate the entire man.

(3) Acknowledged the right of parents to direct and determine the education of their children.

(4) Excluded women.

(5) Recognized the value of play.

Life and Vitality Questions.

1. In the history of Athens what age forms the most brilliant period?

2. In Athens who were called pedagogues?

3. Who was the great law giver of Athens?

4. What great educational truth that has been fully recognized by us only within recent years was appreciated by the Athenians in the home, twenty five centuries ago?

5. What is the Socratic method of teaching?

6. What was the dominating idea in Athenian education?

7. Give criticisms on Athenian education.

8. What early writers tell us about Socrates' method of instruction?

9. Which stood higher with the Greeks, the disciplinary or the informational value of studies?

10. Compare the contributions of the Oriental nations to the cause of education with the contributions of the ancient classical nations.

Chapter VIII.

7. Sparta.

(a) Lycurgus, 9th Century B. C.

(1) Founded the early constitution of Sparta.

(2) His laws were to check luxury and to inculcate the simplest habits.

(3) Customs that were the out-growth of his laws:

a. All men ate at a common table.

b. Children remained silent at table.

c. Food was of the simplest kind.

d. Sparta was divided into 9000 parts for each of the noble families.

e. Iron was the only money.

f. All children belonged to the state; weak ones were cast out.

(b) Pythagoras, B. C. 582 (?).

(1) Main thought of Pythagorean philosophy was the idea of proportion and harmony.

(2) Discovered the Pythagorean theorem in geometry, viz. that the square of the hypotenuse of the right angle is equal to the sum of the squares of the other two sides.

(c.) The Home.

(1) The child was left in charge of the mother until six or seven years of age.

(2) Toys inciting warlike sports were provided and childhood was made happy.

(3) The treatment was humane and intelligent.

(4) The child was taught implicit obedience and modesty.

(5) The "Iliad" and the "Odyssey" were the bible of the Greeks.

(6) Spartan mothers were highly respected by their husbands and children; they were noted for their chastity and nobility of character.

(7) Weak and unpromising children were killed or abandoned.

(d.) Spartan Education.

(1) At six or seven the boy was taken from home and the state had entire charge over his education.

(2) The education of the boy was almost wholly physical; he was taught that crime was crime only when detected; that he must bear blows without a murmur.

(3) Children sat at table with men and listened, but did not speak except in answer to questions.

(4) The only intellectual education was music; reading and writing were despised.

(5) At the age of twelve the boy entered upon manhood; from twelve to thirty the same kind of training continued; at thirty he became a citizen and was expected to marry.

(6) Girls also received gymnastic training in many cases with the boys.

Spartan education was military. The end sought was physical development and war-like heroes.

(e) Criticisms.

(a) Favorable.

(1) It produced men and women of beautiful physique.

(2) It checked luxury and extravagance.

(b) Unfavorable.

(1) It gave little attention to intellectual training.

(2) Martial supremacy is not a staple foundation.

(3) It excluded a large part of its inhabitants from its benefits.

(4) It was selfish because it trained only for Sparta.

(5) It taught the duty of man to the state and not the duty of man to man.

Life and Viality Questions.

1. Why did the Spartans despise reading and writing?

2. What was the dominating idea in Spartan education?

3. Why did the Spartans think so much of the "Iliad and Odyssey"?

4. What did the Spartans do with weak and unpromising children?

5. Give two favorable and two unfavorable criticisms on Spartan education.

6. For what was Lycurgus noted?

7. What kind of toys were placed in the hands of Spartan children? Why?

8. For what were Spartan women noted?

Outline of Athenian and Spartan education.

Athens.

(a.) Socrates.

(b.) Aristotle.

(c.) Plato.

(d.) The home.

(e.) Athenian education.

(f.) Criticisms.

Sparta.

- (a.) Lycurgus.
- (b.) Pythagoras.
- (c.) The home.
- (d.) Spartan education.
- (e.) Criticisms.

Chapter IX.

8. Rome.

(a) Cicero, B. C. 106-43.

(1) Greatest orator of Rome; as consul he exposed the conspiracy of Catiline; incorruptable in a corrupt age.

(2) His pedagogy:

- 1. Corporal punishment should be resorted to only when all else had failed.
- 2. Education begins in childhood and is a steady growth throughout life.
- 3. Memory is cultivated by learning extracts from classic authors.
- 4. Amusements and environments of the child should elevate refine and develop powers.
- 5. At the right time some calling should be chosen for which the youth is adapted.

6. Religion is the basis of morals therefore religious instruction is important.

(b) Seneca. A. D. 3-65.

(1) Tutor of Nero, who retained his love for him a long time. Nero condemned Seneca to death. Seneca, although a time server, was the most eminent writer, rhetorian and orator of his time.

(2) Seneca's Pedagogy:

1. Punishment should be mild and reasonable.
2. Education should correct evil tendencies in the child; do not flatter him; study the character of each child; take great care that his environment is elevating and give him but few studies.
3. The teachers' office is the most important of all.

(c) Quintilian. A. D. 35-95 (?) 120.

(1) Founded school at Rome and taught it for twenty years. Vespasian created for him a chair of rhetoric and gave him the title of "Professor of Oratory."

(2) At fifty-three he retired from his school and commenced to write books. He wrote "Institutes of Oratory."

(3) Quintilian's Pedagogy:

1. No corporal punishment; nurses should be of high character; amusement should help educate; education should begin with earliest childhood; forms

and names of letters should be learned at the same time; individuality of the child should be studied.

2. Children should begin early with a foreign language.
3. Public schools are better than others.
4. The climax of education should be rhetoric.

(d) Plutarch. A. D. 50-138.

(1) Author of "Illustrious Men."

(2) Opened a school in Rome and lectured there on Philosophy.

(3) His essay on the "Training of Children" is the first treatise on Infant education.

(e) The Home.

(1) The mother had charge of the early education of the boys. She taught them obedience, politeness, the "Twelve Tables of the Roman Law" and correct pronunciation.

(f) Elementary Education.

(1) The elementary schools were in charge of literators; they were public, though supported by private means; at six or seven the boys went to these schools in charge of slaves where they were taught reading, writing, arithmetic and pronunciation.

(2) The discipline was severe; the purpose was to prepare the child for practical life.

(3) These schools were for children from five to twelve years of age; obedience, politeness, modesty, cleanliness and respect for the teacher were virtues emphasized.

(g) Secondary Education.

(1) At twelve the boy entered a school taught by an educated man, called *litteratus*.

(2) Besides the studies of the elementary school, Greek, Latin, the poets, history, oratory and philosophy were taught.

(3) This school reached but few Roman youths.

(h) Higher Education.

(1) At sixteen the boy entered manhood and wore the "*taga virilis*," the dress of men; he now chose his calling from oratory, politics, arms, law or agriculture and received his instruction in his chosen occupation.

(2) The Roman ideal was the orator.

(3) The schools were for boys; little attention was given to the education of girls except in household duties.

(4) Education was completed by study in Athens and by travel.

(i) Criticisms.

(a) Favorable.

(1) Roman education took great care to instill respect for law and obedience to parental and civil authority.

(2) It honored the home and taught respect for the mother.

(b) Unfavorable.

(1) Roman education was superficial and sought to apply Greek culture to Roman condition and character.

(2) It ignored the claims of the masses, including women, to equal education and equal rights.

Life and Vitality Questions.

1. What was the dominating idea in Roman education?

2. Who was the tutor of Nero?

3. Give some of the leading points in Quintilian's pedagogy.

4. Compare Quintilian's estimate of the public schools with Locke's.

5. Compare Seneca's success as a tutor with Fenelon's work as preceptor of the grandson of Louis XIV.

6. Give two favorable and two unfavorable criticisms on Roman education.

7. What five occupations were open to a Roman sixteen years of age?

8. What country was the center of the Roman empire? Speak of its surface, climate and soil.

9. Give the extent of the Roman empire in the time of Augustus.

10. In general, what form of government was that of the Romans?

Outline of Roman Education.

- (a) Cicero.
- (b) Seneca.
- (c) Quintilian.
- (d) Plutarch.
- (e) The Home.
- (f) Elementary education.
- (g) Secondary education.
- (h) Higher education.
- (i) Criticisms.

Chapter X.

II. Medieval Education.

(1) Early Christians.

(1) Christ as a teacher.

- a. His teaching was suited to his hearers.
- b. It was full of illustrations and simple.
- c. It was earnest and full of sympathy.

(2) Catechumen schools.

- (1) These were schools to give instructions in Christianity.
- (2) At the close of the second Century, Protogenes established a school at Odessa in which reading, writing and scripture were taught. This was the first Christian common school.

- (3) Chrysostom, 347-407 A. D.
 - (1) Teacher must lower himself to the capacity of his pupils.
 - (2) Religious instruction is an essential factor of school work.
- (4) Basil the Great.

One of the foremost fathers of the church.
- (5) Catechetical schools.
 - (1) The principal school was at Alexandria, A. D. 181, under Pantaemus.
 - (2) The purpose of these schools was that the Christians might fortify themselves against their opponents.
 - (3) The method of instruction was largely that of catechising.
- (6) Clement of Alexandria, 150-220 A. D.
 - (1) Great teacher and father of the church.
 - (2) He sought to harmonize philosophy and religion.
- (7) Origin, 186-253 A. D.

Under Origin the Catechetical school at Alexandria reached its height.
- (8) Tertullian, 150-230 A. D.

He was the founder of christian Latin literature and opposed to everything pagan.
- (9) St. Augustine, 354-430 A. D.

The greatest of church fathers; he wished

to exclude pagan literature from the schools.

(2) Monastic education.

(a) Monasteries.

(1) Established the third century A. D.; became powerful the sixth century.

(2) Teaching based on authority and not upon free investigation.

(b) St. Benedict.

(1) The founder of the Benedictines, 529.

(2) His two important principles were industry and strict discipline.

(c) The Benedictines.

(1) Educationally the most important monastic order.

(2) Founded by St. Benedict, 529.

(d) Alcuin (of England) 735-804.

(1) Instructor of Charlemagne and Benedictine teachers; he either founded or assisted many of the famous universities of France.

(e) Boniface (of Germany.)

(1) Benedictine teacher.

(f) Thomas Aquinas, 1225-1274.

(1) Benedictine teacher, the founder of Dominican schools which exalted the understanding; he was a master of the deductive method of Aristotle and its application to theology.

(g) Duns Scotus, 1265-1308.

(1) The founder of Franciscan schools which exalted the will as the highest principle.

(h) Abelard, 1079——.

(1) He made Paris the center of the scholastic movement and was Professor in the University of Paris; he stood for independence of thought in theology and in method of instruction.

(i) The Trivium.

(1) Grammar, reading and writing.

(2) Rhetoric.

(3) Logic.

(j) Quadrivium.

(1) Arithmetic.

(2) Music.

(3) Geometry.

(4) Astronomy.

The Trivium and Quadrivium were the “Seven Liberal Arts.”

(3) Scholasticism.

(1) Organized to defend Christian doctrine on the principles of the deductive logic of Aristotle.

(a) Abelard.

(b) Thomas Aquinas.

(c) Duns Scotus.

(d) Benefits of Scholasticism.

(1) Tried to harmonize philosophy with Christian philosophy.

(2) Sought to base learning on reason and investigation.

(e) Criticisms.

This age has no physical science, no history, nor ethics.

Its education and culture were one-sided and imperfect.

Life and Vitality Questions.

1. Give five pedagogical principles used by Christ that are today recognized as fundamental.

2. Give the purpose of the Catechumen and Catechetical schools.

3. Who established (a) the first Christian common school? (b) the Catechetical school at Alexandria?

4. Who was the founder of Christian Latin literature?

5. What did St. Augustine think should be done with pagan literature?

6. Who founded the Benedictines?

7. Who founded (a) the Dominican schools? (b) the Franciscan schools?

8. For what was Abelard noted?

9. Give the seven liberal arts.

10. What was Scholasticism?

11. Give six men identified with Scholasticism.

12. Give a favorable and an unfavorable criticism of Scholasticism.

13. What kind of intellectual power was most prized in the times of the "Schoolmen"?

14. The methods and spirit of Aristotle characterized the middle age. Why?

15. The "Schoolmen" did not practice the "inductive method." Why?

16. During what educational period was "intelligence the prisoner of the syllogism"?

17. What left Europe in the intellectual and moral night of the middle ages? Medieval Education outlined as far as Charlemagne.

(1) Early Christian.

(1) Christ as teacher.

(2) Catechumen schools.

(3) Chrysostom.

(4) Basil the Great.

(5) Catechetical schools.

(6) Clement of Alexandria.

(7) Origen.

(8) Tertullian.

(9) St. Augustine.

(2) Monastic Education.

(a) Monasteries.

(b) St. Benedict.

(c) The Benedictines.

(d) Alcum.

(e) Boniface.

(f) Thomas Aquinas.

(g) Duns Scotus.

(h) Abelard.

- (i) The Trivium.
- (j) The Quadrivium.
- (3) Scholasticism.
 - (a) Abelard.
 - (b) Thomas Aquinas.
 - (c) Dons Scotus.
 - (d) Benefits of Scholasticism.
 - (e) Criticisms.

Chapter XI.

- (4) Charlemagne.
 - (1) He was the greatest ruler of the middle ages; ruled over territory now including France, Germany, parts of England, Austria and Italy; was Emperor of Rome, 800.
 - (a) His Education.
 - (1) That of a knight; the most learned men taught him.
 - (b) General Education.
 - (1) Taught that the church was subordinate to the state.
 - (2) Seven Liberal Arts the basis of instruction.
 - (c) Work of Charlemagne.
 - (1) Introduced compulsory education and wished for universal.
 - (2) Believed in education of women.
 - (3) Demanded great educational qualifications of the clergy.

(5) Alfred the Great.

(a) His Education.

Gave much attention to literary matters; translated many portions of the Bible into Anglo-Saxon.

(b) His work in education.

(1) Established many monasteries and made them centers of learning.

(2) Assisted in laying the foundations from which Oxford University grew.

(3) Attended chiefly to the education of the higher classes.

Life and Vitality Questions.

1. Show how the distinction made in the purposes of Charlemagne and Alfred the Great, in regard to education, has been perpetuated till the present time.

2. Outside of Jewish history who first introduced compulsory education?

3. Who was the first instructor of Charlemagne?

4. Outline Charlemagne—

(a) His education.

(b) General education.

(c) Work of Charlemagne.

(5) Alfred the Great—

(a) His education.

(b) His work in education.

(6) Feudal Education—

(a) Feudalism.

Men of large landed possessions gained the allegiance of vassals by gifts of land, in return for which the vassals bound themselves to defend the men of large landed possessions in case of attack.

Chapter XII.

(b) Fudal Education.

The seven perfections of the Knights were: horsemen, swimming, use of bow and arrow, swordmanship, hunting, chess playing and verse-making.

(c) The Education of the Knight.

(1) Period. First seven years were spent at home under the mother's care who taught him obedience, politeness and respect for older persons.

(2) Period. He was placed under the care of some friendly knight. Here he remained until fourteen, under the care of the lady whom he served as page; was taught music, poetry, chess, courtly manners and proper treatment of women.

(3) Period. He became esquire to the knight and was taught art of war, of riding and jousting, and fencing; at twenty one he was knighted. He now took vows to speak the truth, defend the weak, honor womanhood and use the sword for the defense of Christianity.

(d) Education of Women.

(1) Girls were taught domestic arts, etiquet, reading and writing.

(f) Criticisms of Feudal Education.

(1) Honored women.

(2) It was a splendid example of Chivalry.

(3) It despised intellectual training.

(4) It lacked the elements of progress.

(7) The Crusades.

(a) Cause. The Saracens had over run and conquered the holy land. The christian nations of the west attempted to recover this land from them.

(b) Educational results.

(8) Rise of the Universities.

(a) Origin.

(1) Saracenic schools of Bagdad, Alexandria and Cordova.

(2) The Cathedral and Monastery schools.

(b) When begun—1100.

(c) Some of the earliest Universities.

Salerno, Italy, 1100, taught medicine.

Bologna, Italy, taught law.

University of Paris.

Oxford, 1140; Cambridge, 1200.

Prague, 1348, oldest German University.

(d) Rapidity of movement—very great.

(9) Mohammedan Education.

(a) Mohammedanism.

A. D. 622. This teaches that Mohammed is greater than Jesus. One God and Mohammed is his prophet.

(b) Education.

Translated works of Aristotle and other Greek authors.

Studied every branch of knowledge.

Had elementary, higher schools and universities.

Schools began to decline in the eleventh century.

(c) Mohammed — Founder of Mohammedanism

(d) The Koran—The Bible of the Mohammedans.

Life and Vitality Questions.

1. What was Feudalism?

2. Describe the education of a Knight.

3. Give the cause of the Crusades of the educational results.

4. What book is used among the Mohammedans as a Bible?

5. Name the first universities.

6. Give the origin of universities.

(6) Feudal Education.—Outline.

(a) Feudalism.

(b) Feudal education.

(c) The education of a knight.

- (d) Education of women.
- (e) Criticisms.
- (7) The Crusades.
 - (a) The cause.
 - (b) Educational results.
- (8) The rise of the Universities.
 - (a) Origin.
 - (b) When begun.
 - (c) Some of the earliest Universities.
 - (d) Rapidity of movement.
- (9) Mohammedan Education.
 - (a) Mohammedanism.
 - (b) Education.
 - (c) Mohammed.
 - (d) The Koran.

Chapter XIII.

III. Modern Education.

I. The Renaissance.

- (a) Causes.
 - (1) Decay of feudalism.
 - (2) Invention of printing.
 - (3) Invention of gunpowder.
 - (4) Invention of mariners compass.
 - (5) Crusades.
 - (6) Downfall of Constantinople.
- (b) The Humanists.

- 1. Dante, 1265-1321. He established the Italian language in literature.

2. Petrarch, 1304-1374. Real founder of Humanism.
 3. Boccaccio, 1313-1375. Humanistic leader of Italy.
 4. Agricola, 1443-1485. First prepared the northern countries for humanism.
 5. Reuchlin, 1455-1522. First great German humorist.
 6. Erasmus, 1467-1522. (1) Supreme literary authority of the world. (2) Pedagogy.
 - (1) The first subject to be learned is grammar.
 - (2) After the seventh year the child must begin earnest work. Latin and Greek should be studied together at an early age.
 - (3) Knowledge is gained from many sources.
 - (4) The mother is the natural educator of the child in his early life.
- (c) The Reformers.
1. Luther, 1483-1546. (1) Gave the German people a language by his translation of the Bible. (2) Laid the foundation of the German common school system.
 2. Melancthon, 1497-1560. Author of many text-books for schools and of the Saxony School system.
 3. Sturm, 1507 - 1589. Organized Strasburg

Gymnasium, especially its course of study which shaped the work in the classical schools for many years.

(4) Trotzendorf, 1490-1556. Introduced self-government on the part of the students.

5. Neander, 1525-1595. Favored the teaching of geography, history and natural sciences.

(d) Characteristics of the renaissance.

(1) Recognition of individual worth.

2. Use of the mother tongue as a written language.

(3) Growth of modern science.

(4) Greater attention given to the education of women.

(5) Change in the course of study and methods of teaching.

2. The Jesuits.

(a) Jesuit education.

(1) Taught the necessity of trained teachers.

(2) Neglected primary education.

(3) Taught youths who were entering manhood.

(b) Loyola, 1491-1556.

Originator of the Jesuits.

(c) Educational work of the Jesuits.

(1) In higher education, the educational work of the Jesuits was by far the most efficient and successful of any during the sixteenth,

seventeenth and eighteenth centuries.

- (2) The chief means used to secure results was emulation.

3. The Port Royalists or Jansennists.

(a) Their purpose.

- (1) To check the progress of the Jesuits.
- (2) To promote greater spirituality in the Catholic church.

(b) Their contributions to education.

- (1) Phonic method of spelling.
- (2) The first instance in which object teaching was taught as a principle.

4. Other Sixteenth Century Educators.

(1) Ascham, 1515-1568. English educator.

(a) His work and theories.

- (1) Author of *Shoolmaster*, the first educational classic in English

(2) Rabelais, 1483-1553.

(a) His work and theories.

- (1) Author of (1) "Gargantua," (2) "Pantagruel." He introduced realism into education.

- (3) He advocated the study of letters, of nature, of science of morals and religion, of physical well-being.

(3) Montague, 1533-1592.

(a) His experience.

His experience at school and college

caused him to oppose corporal punishment.

(b) Work—"Essays."

(c) Theories.

(1) Training and use of the senses.

(2) Study of the sciences.

(3) Learn mother tongue first then the languages of our neighbors.

(d) Convictions.

(1) Abolition of corporal punishment.

(2) The beautifying of the school room.

(3) Makes no provision for the education of women and expresses great contempt for their abilities.

Life and Vitality Questions.

1. What does renaissance mean?

2. Give the causes of the Renaissance.

3. What is humanism?

4. Give the names of five Humanists?

5. Give two leading educational ideas of Erasmus.

6. Name two great things that Luther did for education.

7. Name five leading educational reformers?

8. What system of government did Trotzen-dorf introduce into the schools?

9. Give the characteristics of the Renaissance.

10. Give two favorable and two unfavorable criticisms of the Jesuits.

11. Give two purposes of the Port Royalists.
12. Give two leading contributions of the Port Royalists to education.
13. Who was the author of the "Double Translation Method"?
14. Name the author of "Gargantua" and "Paulagrueil."
15. Who introduced realism into education?
16. Who originated the order of the Jesuits?
17. For what was Sturm noted?
18. What other name was given to the Port Royalists? Why?
19. Why was Montague opposed to corporal punishment?
20. Give one unfavorable criticism on the convictions of Montaigne.
21. Compare the work of teaching before and after the invention of printing.

Outline III. Modern Education.

1. The Renaissance.

(a) Causes.

(b) The Humanists.

1. Dante. 2. Petrarch. 3. Boccaccio. 4. Agricola. 5. Reuchlin. 6. Erasmus.

(c) The Reformers.

1. Luther. 2. Melancthon. 3. Sturm. 4. Trotzendorf. 5. Neander.

(d) Characteristics of the Renaissance.

2. The Jesuits.

- (a) Jesuit education.
- (b) Loyola.
- (c) Educational Work of the Jesuits.
- 3 The Port Royalists or Jansennists.
 - (a) Their purpose.
 - (b) Their contributions to education.
- 4. Other Sixteenth Century Educators.
 - 1. Aschau—His work and Theories.
 - 2. Rabelais—His work and Theories.
 - 3. Montaigne—His experience, work, theories convictions.

Chapter XIV.

- 5. Seventeenth Century Educators.
 - 1. The Commonwealth in England.

The civil war resulted in the death of Charles I, and the establishment of the Commonwealth under Cromwell.
 - (a) The Thirty Years' War in Germany.
 - (1) From 1618 till 1648. The Peace of Westphalia secured religious liberty to all men.
 - (2) Northern Germany, Austria, France, Holland, Denmark and Sweden as well as minor countries, were involved in this war.
 - (b) The Educational Situation at that Time.
 - (1) In character, in intelligence, and in morality, the German people were set back two hundred years.

(2) Schools were abandoned, colleges gave up their charters; people were content to let their children grow up in ignorance.

Bacon, 1561-1626. (a) His writings and teachings.

Author of *Novum Organum*.

In this we find his Inductive method, which laid the foundation of all future scientific research. It teaches how investigation is to be made and gives direction to all later education.

3. Ratke.

(a) His pedagogical teachings.

(1) Everything after the order and course of nature.

(2) One thing at a time.

(3) One thing again and again repeated.

(4) Nothing shall be learned by heart.

(5) Knowledge of the thing itself must be given before that which refers to the thing.

(6) Uniformity in all things.

4. Comeniu.

(a) His pedagogical work.

(1) Author of "Gates of Tongues Unlocked," "Great Didactic," *Orbis Pictus*," the first illustrated text book.

(2) He was the originator of the principles and methods of the Innovators.

(3) He was a great educational systematist.

(b) His scheme for a school system.

This scheme divides the first twenty-four years which it covers into four equal periods of six years as follows:

- (1) Infancy, or the mother school, from birth
- (2) Boyhood, the vernacular or National School, from six to twelve.
- (3) Adolescence, the gymnasium or Latin school, from twelve to eighteen.
- (4) Youth, the University (including travel) from eighteen to twenty-four.

This scheme, with variation of details, forms the basis of the school system.

(c) His educational principles.

(1) If we would teach and learn surely, we must follow the order of nature.

(2) Proceed from the easy to the difficult, from the near to the remote, from the general to the special, from the known to the unknown.

(3) Make learning pleasant by the choice of suitable material.

(4) Fix firmly by frequent repetitions and drills.

(5) Let all things advance by solid steps, so that everything taught today may give firmness and stability to what was taught yesterday and point the way to the work of tomorrow.

(6) Let everything that is useless be taken from teaching.

(7) Learn to do by doing.

(8) Each language should be learned separately and by use with familiar things.

(9) The well ordered life of parents, nurses, teachers and school fellows is important for children; but precepts and rules must be added to examples.

(10) The Bible is very important in Christian schools.

5. Milton, 1608-1674.

(a) His scheme of education.

This has a unity of purpose from the elementary school to the university and seeks to make the school more practical.

(b) Outline school premises should consist of a spacious house with large school grounds intended for 130 students from twelve to twenty-one years of age, who are to finish their secondary and university education in the same school.

(2) Course of study to be finished at sixteen.

(1) Latin grammar, arithmetic, geometry, in translation.

(2) Latin authors, geography, natural philosophy.

(3) Greek, trigonometry, architecture, engineering, navigation, anatomy, medicine.

(3) Course from sixteen to twenty-three.

Ethics, politics, poetry, law, Hebrew Physical exercises daily practiced.

(4) When twenty-three.

The young man should travel abroad and become acquainted with geography, history, politics of other countries.

6. Locke, 1632-1704.

(a) His idea regarding public education.

(1) Locke did not believe in universal education nor in public schools.

(2) He would establish working schools a sort of material training school for the working classes (First in history.)

(3) Only gentleman were provided for in his system of education, which emphasized in physical education the hardening process; in intellectual education, practical utility; in moral education, the principal of honor.

7. Fenelon, 1651-1715.

(a) His pedagogy.

(1) Systematic care of the body.

(2) All instruction must be made pleasant and interesting.

(3) Let punishment be as light as possible and given privately as a rule.

(4) Present the thing before its name. Investigate, use curiosity. In the use of curiosity Fenelon was a disciple of

Bacon and Comenius and a prophet to Pestalozzi.

- (5) Allow nothing to be committed to memory that is not understood.
 - (6) Girls also must share the benefits of education. Special attention should be given to teaching them modesty, gentleness, piety, household economy, the duties of their station in life and motherhood.
 - (7) Morality should be taught early and by means of fables, stories and concrete examples.
 - (8) Proceed from the near at hand to the remote. Mother tongue first, living languages and then the classics by conversation.
 - (9) Example is of great importance to motherhood.
- (b) His writings of Girls.
- (1) Education of girls. "Talemachus," this was for the moral and political instructions of the prince.
 "Dialogues of the Dead," these gave instruction in history.
 "Fables," these are to teach the prince moral and intellectual lessons.
- (c) His Noted Pupil.

This was the grandson of Louis XIV, the young Duke of Bergundy.

The boy was eight years of age, passionate, hard to control, yet warm hearted. The prince became affectionate, docile and obedient, but died before coming to the throne so the test was not final.

8. La Salle, 1651-1719.

(a) The chief features of his work.

(1) We owe to La Salle "The Simultaneous Method of Instruction."

(2) The first Normal School established at Rheims, France, in 1684.

(3) A dignifying of the teacher's profession by setting apart trained persons who should give all their time to the work of teaching.

9. The Pietists, 1663-1724.

Pietism, a movement in Germany which sought to revive spiritual life in the Lutheran church. The originator was Spener.

(a) Their work.

Founded the University of Halle. Their work began during the latter part of the seventeenth century and extended to the first half of the eighteenth century. The greatest Pietist was Francke. The Pietists did great work, revived Biblical study in Germany; improved the character of teachers.

10. Francke, 1663-1727.

(a) His work.

(1) Founded the institutions at Halle.

(2) Celebrated as theologian, philanthropist and teacher.

(b) The Institutions at Halle.

(1) Training of teachers.

(2) Established a pedagogical class which is the inception of the Normal School.

(3) According to some he founded the Real school of Germany, but the best authorities give this credit to Prof. Weigel of Jena.

Life and Vitality Questions.

1. What was the educational situation at the time of the "Thirty years' war"?

2. What system of education did Bacon introduce?

3. Most of the principles of Ratke were pedagogically sound. Why was not he a success?

4. Give the title and author of the first illustrated textbook.

5. Give two pedagogical works by Comenius.

6. State Comenius's scheme for a school system.

7. Give four leading educational principles stated by Comenius.

8. Give a criticism of Milton's scheme of education.

9. What was Locke's idea of public schools?

10. Wherein did Fenelon anticipate Froebel?
11. In the use of what was Fenelon a disciple of Bacon and Comenius and a prophet to Pestalozzi?
12. Give an unfavorable criticism of Lockes system of education.
13. Compare Montague with Fenelon in regard to the education of women.
14. What use did Fenelon make of (a) "Ralemachus" (b) "Dialogues of the Dead" (c) "Fables"—in the Education of his noted pupil?
15. Give three chief features of La Salle's work.
16. What was Pietism and who originated it?
17. Francke founded what institutions?
18. Why has the study of history been so much neglected?
19. What was Plato's estimate of the value of the study of history?
20. What idea of Locke anticipates the present manual training schools?
21. Give Locke's idea of learning a foreign language and tell wherein it differs from Ascham's method.
22. What development has taken place in the education of women?
23. The humanism of the sixteenth century was followed by what movement?

24. How is Comenius indebted to (a) Bacon
(b) to Ratke?
25. Locke is indebted to what French writer?
26. Name two prominent advocates of the
study of the mother tongue before Latin and
Greek, and two of the study of Latin and Greek
before the mother tongue.

Outline Seventeenth Century Educators.

- (1) The Commonwealth in England.
 - (a) The thirty years' war in England.
 - (b) The educational situation at that time.
- (2) Bacon.
 - (a) His writings and teachings.
- (3) Ratke.
 - (a) His pedagogical teachings.
- (4) Comenius.
 - (a) His pedagogical teachings.
 - (b) His scheme for a school system.
 - (c) His educational principles.
- (5) Milton.
 - (a) His scheme of education.
 - (b) Outline scheme.
- (6) Locke.
 - (a) His idea of regarding public schools.
- (7) Fenelon.
 - (a) His pedagogy.
 - (b) His writings.
 - (c) His noted pupils.

(8) La Salle.

(a) The chief features of his work.

(9) The Pietists.

(a) Their work.

(10) Francke.

(a) His work.

(b) The institutions at Halle.

Chapter XV.

6. Modern Educators.

(1) Rousseau.

(a) His literary works. Author of "Confessions," "Social Contract," "Emile."

Outline of "Emile":

(1) Physical education begins at birth, speech, gesture and expressions should be carefully watched and studied.

(2) The second period begins with the child's ability to speak and lasts until the twelfth year; the important work of this period is the training of the senses, little moral and absolutely no religious training. The only habit that a child should form is to contract no habit.

(3) The next period extends from twelve to fifteen. Emile must get all necessary culture in this period.

(4) Period of adolescence at fifteen. Now moral and religious education begin. Rousseau pre-

fers that no religious instruction should be given before the eighteenth year.

(5) Rousseau now created in Solpie the ideal wife for Emile.

(1) Woman is to be educated not for herself but that she may help man.

(b) His (Rousseau's) Pedagogy.

(1) He made the child the center of pedagogical study. He may be called the originator of child study.

(2) Study is to be on a psychological basis.

(3) The development of the child is to be along the line of natural growth and in contact with nature.

(4) Rousseau gave a new direction to the theory and practice of teaching, which more practical educators have worked out into the general reform of educational practice.

(c) Criticisms — Weak Points.

(1) Woman's own happiness or development does not enter into his scheme.

(2) The second period of Emile's education from the time he can speak until the twelfth year,

Rousseau says during this time the only habit that Emile should form is to contract no habit. The first twelve years of a child's life are the best years to form right habits, here Rousseau is pedagogically wrong.

(3) Rousseau prefers that no religious in-

struction should be given before the eighteenth year, this is wrong.

(4) Rousseau says: "Everything is good as it comes from the Author of Nature. Everything degenerates in the hands of man." In fact, from birth man is neither good nor bad.

2. Basedow, 1723-1790.

(a) His Writings.

"Elementary" contains his complete scheme of education. "Book of Methoda" is the greatest educational writing.

(b) Basedow's Philanthropin.

This experiment at Dessau toward the solution of the problem of education gives Basedow a place among the great educators of the world. This experiment was crude but it has borne fruit in modern schools and their methods. The traditional methods were set aside and everything was done according to nature. Vivacity, loveliness, constant appeal to the senses and great skill in arousing interest marked the Philanthropin.

3. Pestalozzi, 1746-1827.

(a) His Schooling.

(1) As a school boy he was not brilliant but by no means dull; he could grasp content better than form.

(2) Received but a limited education at school.
(b) His life purpose.

(1) Love for humanity and desire to ameliorate suffering.

(c) His writings.

(1) "Evening Hours of a Hermit," 1780.

(2) "Leonard and Gertrude," his best book, 1781.

(3) "How Gertrude Teaches Her Children."

(d) His work at Stanz.

When fifty-three, he opened a school in an empty convent. He took into this school out-cast children. On account of the French soldiers the school was made houseless and had to be abandoned after less than five months existence.

(e) His work at Burgdorf.

He was chosen assistant at Burgdorf. Dis-mitted from this school he united with Krusia in founding a private school. He was now on the road to success and fame. In 1804 he was obliged to vacate his quarters at Burgdorf.

(f) His work at Yearndon.

Next he moved to Yearndon, into an old fortress. During the first five years there was great prosperity, but after a time private ambitions and personal jealousies crept in and destroyed harmony.

(g) His work.

(1) He showed how the theories of Comenius and Rousseau could be applied.

(2) Education consists in the harmonious development of all the human powers.

(3) The greatest lesson that Pestalozzi taught is embodied in the word "love."

(h) His system of Education.

(1) Harmonious development of all the powers.

(2) Development should follow the order of nature which requires that the child should be taught with other children.

(3) Instruction based on observation.

(4) Moral instruction is to be secured in the home. The Mother is the early educator of the child. All exercises should tend to promote good conduct.

(5) Practice in the matter of reproof. Kind. Showed sympathy, interest and love for the child.

(6) Practice in the matter of punishment and discipline. Work made interesting. Discipline established and regulated by love.

(7) Ideas on Home Education. There should be thorough home education. The mother is the first natural teacher of the child in its early life. Mothers should be educated.

4. Froebel, 1782-1852.

(a) His Philosophy.

(1) Education is a progressive evolution, each stage preparing for its subsequent one and growing gradually into it.

(2) The faculties should be developed by arousing voluntary activity, hence the play work of the kindergarten. Knowledge and activity are closely related. Preception included in the use of eye and hand. Physical and mental activity should combine.

(3) Social action. The child belongs to the family, state and society.

(4) Religion is the culmination of the education. To moral training belongs the direction of conduct and conduct is occupied with the larger part of life.

(5) Education is founded on the study of the child's mind. The teacher should adapt all his work to the child's needs.

(b) His Relation to the kindergarten.

Child nature requires an entrance school, that stands between the family and the primary school. This is the kindergarten which is the invention of Froebel. The kindergarten represents adapting the teachers work to the pupils mind.

(c) His writings.

“Education of Man.”

“Songs for Mother and Nursery.”

(d) Purpose of the Kindergarten, according to Froebel.

To take the oversight of children before they are ready for school life; to exert an influence

over their whole being in correspondence with its nature; to strengthen their bodily powers; to exercise their senses; to employ the mind, to make them thoughtfully acquainted with the world of nature and man; to guide their heart and soul in the right direction and to lead them to the Origin of all Life and to unison with Him.

(e) Kindergarten Demands.

(1) Physical growth and well being must be cared for by training of every muscle in the body and the special training of the hand.

(2) Gradual development of the mental faculties in the order pointed out by Pestalozzi.

(3) Moral culture reached by all possible incentives to well doing.

(4) Aesthetic culture must develop taste and lead to an appreciation and creation of the beautiful.

(5) As a result the child must possess full physical health and strength and be able to recognize the true, the good and the beautiful.

(f) Practical Kindergarten Outlined.

(1) Instruction begins from three to five years.

(2) Place. The children are brought together in a pleasant room where are found all the things necessary for all their plays.

(3) The kind of play that each child is suggested by the teacher and it is so conducted that the play teaches an important lesson.

(4) The teacher tells but little and leaves the child to discover for himself.

(5) Singing is one of the leading agencies used to cultivate the aesthetic nature.

(6) Playing in the sand is turned to good account in the teaching of form of quantity, and of clay modeling.

(7) The laws of nature Froebel makes the child's laws and rules of play.

5. Herbert, 1776-1841.

(a) Teacher.

For three years he was tutor in a family. This was his only experience in teaching children. The children were aged eight, twelve and fourteen.

(b) Professor.

(1) In 1802 he was "Private Docent" at the University of Gottingen.

(2) In 1809 he was called to the chair of philosophy at Königsberg, once occupied by Kant.

(c) Writer.

(1) Author of "A. B. C. of Observation."

(2) General Pedagogy.

(d) His Practice school.

He had the first practice school in connection with the chair of pedagogy in a university.

(e) His pedagogical work.

He was the first to elevate pedagogy to the dignity of a science.

(f) Analysis of his didactics.

(1) The pupil's circle of thought should be so formed that right judgment and right willing may be the outcome.

(2) Its specific object is to stimulate and develop many sided, harmonious, direct interest.

(3) The sides of interest must be considered.

1. Interest of knowledge.

a. Empirical.

b. Speculative.

c. Aesthetic.

2. Interest of association with others.

d. Sympathetic.

e. Social.

f. Religious.

(4) The matter of instruction is contained in the sciences.

(5) Instruction demands of the pupil attention, absorption and reflection.

(6) The matter of instruction is brought to the child by things themselves or models and pictures or by language.

(7) To bring connection and unity, all instruction must be concentric.

(8) Instruction is analytic or synthetic.

6. Horace Mann, 1796-1859.

(a) As Statesman.

He was in the State Legislature of Massachusetts and also represented that State in Congress

(b) As Educator.

He was made Secretary of the Massachusetts State Board of Education; he visited all parts of the State lecturing to parents and stimulating the teachers. He continued this work for twelve years and presented its results in his

(c) Annual Reports.

He visited Europe, studied the schools.

(d) What he did for humanity.

(1) Improvement of the common school system of the United States.

(2) Establishment of free schools.

(3) Founding Normal Schools where teachers might be trained.

(4) Having milder means of discipline adopted.

(5) Improvement of common school houses.

(6) Better support of schools.

(7) Better methods of instruction.

(8) Inspiration to teachers.

Life and Vitality Questions.

1. Give the purpose of the Kindergarten according to Froebel.

2. What does a Kindergarten demand?

3. Describe in outline a Kindergarten and show how it differs from an ideal Primary school.

4. Give a brief account of the origin of the Kindergarten.

5. What did Pestalozzi consider his greatest discovery?

6. Illustrate Pestalozzi's use of this discovery.

7. Mention one way in which Pestalozzi's ideas regarding home education were given to the world.

8. How did Pestalozzi deal with (a) moral instruction, (b) reproof, (c) punishment?

9. Define and illustrate apperception, correlation, instinct, habit.

10. Wherein does Pestalozzi differ from Rousseau on "nature"?

11. The student should construct his own apparatus in physics. Give a reason for or against this.

12. Which takes the higher ground touching the influence of home life, Rousseau or Pestalozzi? Why?

13. Give an outline of the Didactics of Herbart.

14. Horace Mann's Seventh Annual Report contained the results of what investigation?

15. Give five ways in which Horace Mann helped humanity.

16. Give the title of two works of Herbart.

17. What was Rousseau's most celebrated work?

18. Give three criticisms on Rousseau's most celebrated *Emile*.

19. Name three leading countries of Europe in which attendance is now compulsory.

20. Give two prominent features of the educa-

tional system of (a) Locke, (b) Pestalozzi, (c) Froebel, (d) Herbart, (e) Rousseau.

21. Tell wherein Froebel differed in theory with Pestalozzi.

22. Pestalozzi's "Leonard and Gertrude" dealt with what class of persons?

23. Which was the stronger private character, Rousseau or Pestalozzi? Why?

24. What was the educational value of Basedow's philanthropin?

Outline Completed on Modern Education.

1. Rosseau.

- (a) His literary works.
- (b) His pedagogy.
- (c) Criticisms—weak points.

2. Basedow.

- (a) His writings.
- (b) Basedow's Philanthropin.

3. Pestalozzi.

- (a) His schooling.
- (b) His life purpose.
- (c) His writings.
- (d) His work at Stanz.
- (e) His work at Burgdorf.
- (f) His work at Yuerdon.
- (g) His work.
- (h) His system of education.

1. Development.

- a. Harmonious.

- b. Follow nature.
- 2. Instruction based on observation.
- 3. Practice on
 - (a) Moral instruction.
 - (b) Matter of reproof.
 - (c) Matter of punishment.
- 4. Ideas on home education.
- 4. Froebel.
 - (a) His philosophy.
 - (b) His relation to the Kindergarten.
 - (c) His writings.
 - (d) Purpose of the Kindergarten, according to Froebel.
 - (t) Kindergarten demands.
 - (f) Practical Kindergarten outlined.
- 5. Herbart.
 - (a) Teacher.
 - (b) Professor.
 - (c) Writer.
 - (d)) His practice school.
 - (e) His pedagogical work.
 - (f) Analysis of his didactics.
- 6. Horace Mann.
 - (a) As statesman.
 - (b) As educator.
 - (c) Annual reports.
 - (d) What he did for humanity.

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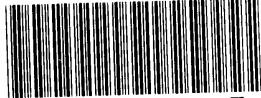
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